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Men of the Bible

Davis

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MEN OF THE BIBLE

CLASS AT WORK MAP MOLDING, NEW BRUNSWICK, N. J.

Men of the Bible

FOR BOYS' BIBLE CLASSES

By

W. H. DAVIS

With the advice of

GEORGE ALLEN HUBBELL, A. M., Ph. D.

TEACHERS' EDITION

New York

The International Committee of Young Men's Christian Associations.

1903

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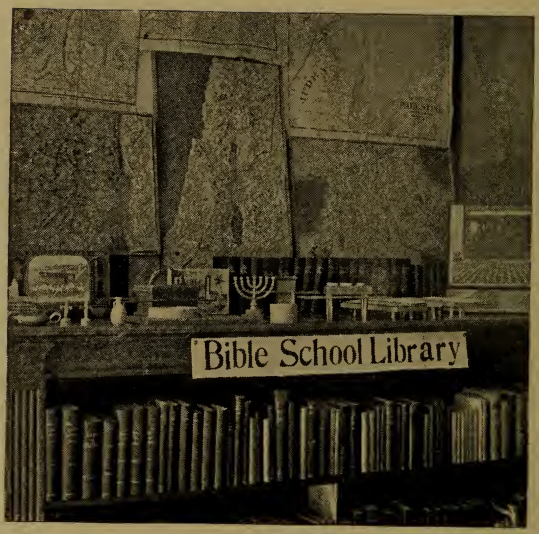
PREFACE.

This course is now published after a test of five years in various Young Men's Christian Associations. It was suggested by the making of relief maps in public schools and its value has been demonstrated in the lives of many boys who have had the privilege of studying the Bible in this dramatic way.

Acknowledgments are made to C. W. Deane, Ph. D., J. W. Cook, and Prof. George W. Pease, for help and inspiration in the past and to C. T. Holm and H. A. Shaw for help in preparing maps for publication, also to Prof. G. A. Hubbell, whose valuable advice and character sketches have added greatly to the course.

It is hoped that this course may help meet the problem of Bible study among boys whether in Young Men's Christian Associations or elsewhere.
—W. H. D.



BEDFORD BRANCH, BROOKLYN.

INTRODUCTION.

For some years it has been the policy of the International Committee to publish only those courses of study which have proved themselves successful by use in different fields. "The Men of the Bible" has stood this test. Mr. Davis, and a number of other secretaries, have taught the course under widely varying conditions; and, with the slight modifications necessary to meet local needs, the course has been uniformly successful.

It seems to me that this is true for three reasons: First, the boy wants something definite and concrete. He is best taught both in knowledge and in character by his seeing the knowledge illustrated or the character manifested in some one whose life and thought he can study.

This suggests the second reason, his love of biography. Biography affords one of the best means of meeting the active instincts of his nature; and a course of biography under a competent teacher offers him continual inspiration and the added advantage of working out for himself a philosophy of life, helped by a thoughtful teacher and inspired by some of the world's great characters. Men who have met life's problems and solved them with a good measure of success have been those whose strength of character has led to a recognition of their worth and personal power.

The third reason is found in the hand work which the course supplies. This work offers fruitful exercise for the motor instinct, and contributes directly both to the accumulation of knowledge and to the making of character. No boy can do close, earnest, careful, thoughtful work with eye and hand and mind without growing in both knowledge and character. The variety of exercises here offered, and the relation between the parts of the work, afford some-

thing for each of the three great types of character. The eye-minded are taught to see, to color, to shape; the ear-minded may practice by learning those things that will best nourish their thought and life; the motor-minded have an opportunity for abundant and profitable exercise. This last is the class usually most neglected, and the class that in the particular stage of development for which this work is intended is most difficult to hold by the usual form of Bible study.—George Allen Hubbell.

SUGGESTIONS FOR THE TEACHER.

Object.

In this course of study boys are expected to become acquainted with the great characters of the Bible, and to discover their manly and heroic qualities. It is hoped that they will be inspired to noble Christian living through the impress of these great lives.

Method.

Rev. A. B. Patton writes in the Biblical World: "The normal child (boy) will have nothing to do with the worship (or religion) that is somber or sanctimonious." "His development must be along the line of activity." "The boy is not a thinker but an actor." "Boys must play." "The one way to get a boy to work is to let him play at it." "They will do nothing which they cannot fill with imagination and romance." "They learn by object lessons. We must help them to make God live in the things they see." "They must be allowed to take their playthings from the nursery to the sanctuary." "Make religious symbols so many celestial playthings and he can be led to worship with a relish."

The above quotations express clearly the reasons for introducing a method which is objective and dramatic.

The question has often been asked, Do the boys like to make maps or do they think it childish? The experience of several years in public schools and Association Bible classes clearly indicates that the boys, even the older boys and young men, do enjoy making the maps. It has more than once occurred that they have been driven from the class room after two hours or more of work.

It is not intended to study all the details. Only

the most important historic events are selected and even then it is not intended to go into minor particulars. It is expected that the boys will later in life make more careful biographical studies; therefore, leave something for them to learn next time. A public school teacher does not expect the boy in the first grades when studying about Washington to read several large volumes for information. She expects him to learn only the main facts which will form the skeleton of his knowledge of Washington and enough of the heroic to inspire a desire to learn more. That skeleton is essential for further study; new facts will be better understood, and new interest gained as further study is made in advanced classes.

The teacher should feel free to select other events than the ones suggested if he thinks they are more important and will better meet the needs of his boys.

President King, of Oberlin, says: "Religious education must be one of objectivity, not as has been perhaps most often the case, one of introspection." Emphasis in these studies is laid on the active, heroic service of the men, or upon their doing something, and the boy is given work to do, at home and at the class, so that his study will be largely objective.

Subjective religious thought or experience is purposely avoided as much as possible. Do not emphasize such qualities as meekness, gentleness, peace, etc. The boys do not appreciate their worth and think of them as good only for girls.

In deciding upon the qualities most important it is better to have the boys suggest them, as they select those that boys like best. They will interpret them from a boy's standpoint.

The use of models makes the study dramatic. They make the study more real and help the boys to understand that the Bible characters were like other men and had to fight battles just like men of to-day. To most boys Bible characters seem a long way off and are perhaps surrounded in their minds with a halo, and they are apt to think that such men could not help being good when God talked to them

out of the sky. They themselves would be good and great if God should speak by an angel to them.

The chemical experiments of Rev. L. W. Doolan are suggested as a help in developing the dramatic part of the study. Encourage the boys to bring in the models. The teacher might make a set for each lesson in advance to give an idea of what is wanted. Seek to stimulate originality.

The combination of the relief map, with its painted journey line, and the models, creates interest, helps to a proper understanding of the historic facts and leaves a deep impression on the mind. It is difficult to describe in words the feelings produced. The value of these aids to the Bible study is beyond estimate, and a teacher loses much if he fails to use them.

Length of the Course.

Experience has taught that a boy's interest is not held long by one thing and it is, therefore, more than likely that about twelve lessons will be better than twenty-five.

In order to have variety and thus hold their interest, maps may be made every other lesson only, or maps made one week and models another. One class used this course, making models only, with great success.

The lessons starred in the table of contents form a good short course.

Size of the Class.

A class of twelve is better than a larger number, although more can be accommodated if there is sufficient room and equipment. It is difficult for the teacher when first using the course to handle a large number and help all in their map work. With a large class the teacher should have one or more helpers to coach the boys in making the maps.

Home Work.

The course has been prepared with weekly lesson sheets for the student's use, which provide daily

work. In some cases it will be necessary to read many chapters to cover the entire story, but let it be understood that they are to be read rapidly and only the chief events noted. This will develop the habit of daily Bible reading, as well as the inductive spirit of study. If it should be impossible to secure the entire home reading of the suggested chapters, they can be divided up, giving only one day's work to each boy, and holding him responsible for reading that. If it is interesting he may, before he knows it, read on in the next chapters, and perhaps cover the whole story without having been asked.

If this lesson is divided among the class it is suggested that the same reference be given to two boys, and thus provide for a recitation in case of the absence of one.

Each boy should have the Bible references and a list of models, that he may take them home. He should be encouraged to complete there this home work. Secure the coöperation of parents so that they will read the Bible story with their boy. Perhaps a word would induce the boys to meet occasionally in each other's homes to make their models together.

Suggested Lessons.

President King, of Oberlin, writing of this course, says: "I hesitate very much myself to try to deduce so many morals from any single study, especially in those characters the material for which is rather meager. My feeling is that we are likely to be a little truer to the text historically, if we concentrate on a comparatively few suggested lessons." These lessons are *suggested,* and are printed for the use of the teacher only. A large number have been printed simply as suggestions for teachers of widely differing judgments, expecting them to discriminate and select. In my own experience, I have seldom deduced the lesson myself. I have asked the boy reciting to suggest the principal lesson taught, and, as a rule, he would suggest one only. Occasionally another boy would suggest a lesson which he considered equally important. I would put both on the blackboard, per-

haps take a vote upon them. At the close of the study we would review the list, voting for the *one* chief lesson to be learned. Then, impressing upon the mind the importance of that lesson, the boys would go away with one great impression, and that the one they had decided upon. That was the lesson called forth in review. For instance, whenever Noah was mentioned the boys thought of *one* thing, a man who *obeyed* God."

Materials Needed (for a class of twelve boys).

Boards. One dozen mechanical drawing boards. Secure such as are sold by stationers, about 20″ x 30″. Nail a strip around the edges ¾″ high. Paint the inside of the board to prevent warping, with a blue oil paint to represent sea water.

Pans. One dozen agate-ware pans 12″ in diameter for holding pulp.

Tub. One small wooden tub in which to keep pulp.

Brushes. One dozen each Nos. 2 and 10 round sable brushes for painting and marking.

Water Colors. Dry water colors may be secured at any paint store. Secure these in bulk and provide for each boy, in a small bottle, a quantity of each color used. Green for valleys, river beds and fertile plains. Red for cities and journey lines. Brown is also a good color, and can be used to print the names of towns, etc. Dry water colors are recommended, as they can be used on wet pulp, so that the map can be molded and painted at the same lesson.

Glass. Glass 6″ x 6″ will serve as an artist's palette for mixing water colors, and can be easily washed. Provide twelve pieces, one for each boy.

Cups. Provide a cup of water for each boy for mixing his colors. A china cup is easily washed and does not rust; agate-ware is still better.

Paper Pulp. Maltby's Map Modeling (may be ordered of International Committee) suggests how maps may be made of sand, clay, putty, plaster of Paris, chalk and pulp.

Pulp can be secured from any paper mill at small cost. It will be most satisfactory to secure a sufficient supply at the start. Straw-board pulp is good, as it looks most like earth. An olive green pulp, as well as other shades, can be secured from the Crocker Manufacturing Company, Holyoke, Mass. The pulp can be put back into the tub after each lesson and used over and over by adding sufficient water. Do not have pulp too dry or too wet; a little experience will show the right consistency for quick results.

Twenty-five pounds of pulp would be sufficient for a class of twelve, where the pulp is thrown back each week to be used over again. It costs about five or six cents a pound, and is more satisfactory than trying to make it out of old newspapers.

Pulp can be secured from the following firms:—

Crocker Manufacturing Company, Holyoke, Mass.
Cliff Paper Company, Niagara Falls, N. Y.
Los Angeles Paper Manufacturing Company, Los Angeles, Cal.
Downing Paper Company, Philadelphia, Pa.
Wheeling Paper Mill, Wheeling, Mo.
Ellsworth Paper Company, Independence, Kan.
Richardson Paper Company, Franklin, Ohio.
American Straw Board Company, Dayton, Ohio.
Rocky Mountain Paper Company, Denver Col.
Hennepin Paper Company, Little Falls, Minn.

If these firms should not have colored pulp it can be easily made any color desired by the addition of a small quantity of diamond dye.

Alcohol. Have a bottle of alcohol ready to pour on fagots, etc., for fires. Provide matches for each boy.

Relief Maps.

"The Holy Land in Geography and in History," by MacCoun. "Map Modeling," by Maltby (International Committee) will give help for map making.

These two volumes will be of the greatest help to the teacher, and he should have them by all means.

Maltby in his book explains the use of paper pulp in public schools and many helpful illustrations are given.

Blackboard and wall maps will be of help to the boys in giving information of the geography. Enough relief maps are inserted to enable the teacher to make the others, most of which are simply duplicates. Sketch maps are given for the other lessons.

Some boys may spread an even layer of pulp on the board, and then stick on other pieces of pulp for the mountains. When the whole is dry the mountains may come off. It is better to mold the mountains and make the whole relief out of the mass of pulp. This makes it all solid.

If at any time repairs are to be made on a map it can be wet, and the necessary work done as if it were new.

The Central School Supply House, 315 Wabash Avenue, Chicago, furnish for five cents each three relief maps—of Palestine, Sinai Peninsula, and Bible Lands. These are suggestive and have been used in some classes in Home Work by having the boy draw in the journey line in ink and locate the historical places, bringing his map into the class and using it as his model.

Models.

Each boy should make his own models and bring them to the class to put on his map. They can be made of wood, cardboard, clay, etc. A sufficient supply of pebbles can be kept to provide for altars when desired. Use your ingenuity. The boys are most alert, and their imaginations will be quickened in model making.

Exhibit.

Make an exhibit each week of the best maps, as it stimulates a boy to do his best work, and interests other boys and older people also in Bible Study.

The Bible Chemistry Course.

By Leonard W. Doolan, Madison, Ind., gives some interesting chemical experiments which may be used to help make the lessons dramatic. They are very suggestive.

Committee of the Boys.

A committee of the boys may well be appointed, whose duty it would be to have the class room ready,

the material for use distributed on the tables in advance to save time; also to clean up afterwards.

Some Observations.

Boys have been known to make their map and have it painted in twenty-five minutes.

Some have had the class unite in making one map for exhibition purposes, or for permanent use. Such maps had better be made outside of class.

The cost of materials may seem large at first, but it is a permanent investment, and can be used many years. It is worth all it costs. One reason the Bible study has been so fruitless is because it has been too cheap. Nothing has been put into it and, therefore, nothing is obtained from it. Get some friend of the boys to contribute the money.

Take occasional photographs of the boys' work for permanent use.

Save a good map occasionally until a set is secured. Also gather a complete set of models.

Note-books are valuable if the boys will keep them neatly. They can do their home work by pasting the daily study leaflets in a note-book and by drawing maps, etc.

It has been the testimony of many boys that this graphic method of study has so interested them, and impressed the facts and truths upon their minds, that during the years that have elapsed since they were in the boys' class the information has been of real value to them. They are surprised at the amount of knowledge they secured.

Reviews.

Reviews should be frequent and partial. Let them occur every few lessons and without previous notice to the boys. A little review almost every week would be profitable. It is possible by using the review lesson suggested to make a long list of heroic qualities, and by having them center in Jesus Christ make a profound impression.

If he wishes to do so the teacher can, at the close of almost every lesson, in a tactful and skillful summary, give an opportunity for the boys to begin the Christian life.

CLASS PROGRAM.

Each boy should have a map board on a table by himself or else on a large table removed far enough from his neighbor so as not to interfere. Each should have a full supply of pulp, brushes, paint, water, etc., so there will be no moving about.

Each should have a Bible, note paper, pencil, and perhaps a chair.

The teacher should make his model map beforehand and place it in plain sight of all the class so they can copy it.

Suggested Program.

1. Opening prayer by one or two boys.

2. Roll call by class secretary. (Use International Committee Class Record Book.)

3. Scripture reading. Have some of the leading passages in the lesson read aloud, each boy reading a verse in turn.

4. Making of maps by boys. (Copy the one made by the teacher.)

5. Recitations. As the map making proceeds call for recitations. Put on the blackboard the traits of character suggested by the boys. When the recitation is completed there will be a summary of the character of the hero studied; there should be an inspiration to noble Christian living. Let the teacher drive home the most important truths. The teacher can stop occasionally between recitations to help the boys make their maps.

6. Closing prayers by boys.

7. Distribution of lesson leaflets for next lesson.

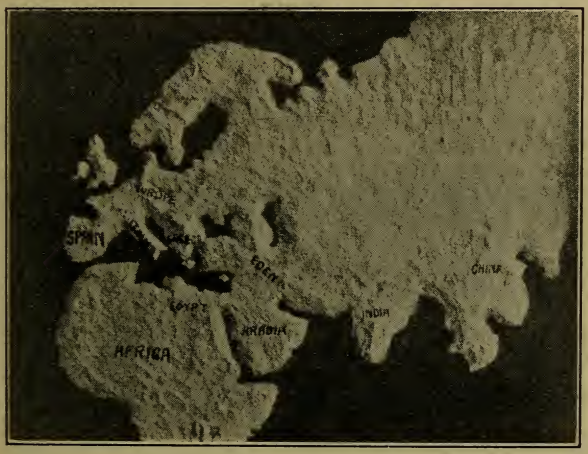
MEN OF THE BIBLE.

LESSON I. ABEL.

Scripture, Genesis 3: 22—4: 15.

STORY.

Abel was the second son of Adam and Eve and was a shepherd. He made an offering to the Lord as was probably his habit. His wicked brother became jealous of him, and murdered him.



DAILY READINGS.

Gen. 3: 22—4: 2, 33: 13; 1 Sam. 17: 34-37; Psa. 78: 71; Luke 2: 8, 15: 3-7; John 10: 2-16.

Who were the parents of Abel?

What did they probably teach him?
What was his occupation?
What were some of the characteristics of men in that occupation?
What would such an occupation develop in Abel?

Gen. 4: 3, 4; Num. 18: 17; Prov. 3: 9.

What did he do? Read Ex. 22: 29, 23: 16, 19; Matt. 23: 35; 1 John 3: 12, 13; Heb. 11: 4.
What did the offering mean to him?

Gen. 4: 5-8.

What happened to him?
What traits of Abel's character do you think the best and the most worthy of imitation in your own life?
Come prepared to tell the story of Abel's life.

PLACE.

Outside of Eden.

SUGGESTED MODELS.

These are to be made and placed on relief map. Garden enclosed by a fence made of cardboard, sheep, shepherd's crook, tent, altar of stones, bundle of fagots, grave, blood spots made of ink. If you think of other models make them.

SUGGESTED LESSONS.

Health, strength, courage, kindness, industry, worship, prayer, praise, love of God, faith, a martyr for righteousness.

CHARACTER SKETCH.

"Abel was a strong, healthy young shepherd, kind of heart, industrious, faithful, true. He had probably been taught by his father the kind of sacrifice and the spirit in which it should be offered. He brought to the Lord the first and best things that he had. His life seems to have been ready, strong, and obedient. He was righteous, but, like many another righteous

man, he suffered from the anger of his brother. It is likely that in a blind rage, Cain fell upon his brother to beat him, and was surprised and pained beyond measure when he found that his brother was dead. But we have to do with Abel. His devotion to duty and his faithfulness to the teachings of his father resulted in making his name important, and gave him a glory in his death which is still unclouded. Abel, the first martyr, is a fine example of apparent loss which turns out to be permanent gain."—G. A. H.

LESSON II. NOAH.

Scripture, Genesis 6—9; Hebrews 11: 7.

STORY.

Noah because of his character was selected by God to perpetuate the race. Receiving the command to build the ark he did as told, and with his family and with animals of every kind he entered the ark and

survived the flood. There are several references to his character as a good man, and we must admire his obedience in the great work committed to him.

He is the first great man after Abel.

DAILY READINGS.

1st Day. Gen. 6: 9. (See marginal reading in Bible.)

Who was Noah?
What kind of a man is he said to have been?

2d Day. Gen. 6: 10-22.

What was the condition of the world?
What did God command him to do?

3d Day. Gen. 7.

What happened to the world?
What did Noah do?
How long were they in the ark?

4th Day. Gen. 8.

What did Noah do after the flood was over?

5th Day. Gen. 9: 1-17.

What did God promise Noah?

6th Day. Gen. 9: 18-29.

What occupation did Noah take up?
What happened?

7th Day. Heb. 11: 7.

Why was Noah saved and all the rest lost?
What traits of Noah's character do you think the best and the most worthy of imitation in your own life?

PLACE.

Mt. Ararat.

SUGGESTED MODELS.

Whittle out an ark in wood; altar of pebbles with fagots to burn on it; fence of cardboard to put around a field. If you think of other models make them.

SUGGESTED LESSONS.

Honest, faithful, obedient, patient—the ark many years in building, fearless, not affected by ridicule; the duty of every Christian man to help make the world better, the weakness of man in falling into sin, the destructiveness of sin, faith the way of salvation; worship, prayer, praise.

CHARACTER SKETCH.

"Noah stood as one faithful man among a whole generation of faithless ones. He was a mighty builder, a man of large hopes, large plans, and large accomplishments. He was honest, patient, obedient, and faithful. Though surrounded by sin, he lived a strong, true life, doing patiently and steadily what he believed to be right. He not only did right himself, but preached righteousness to others; and so great was his faith in God that for more than a hundred years he toiled to build an ark that he might be prepared in the hour of need; that he might be ready to avail himself of the promises of Jehovah, and obey His commands. Noah appeals to our minds by his honesty, his great faith, his looking into the mighty future. If he were living in our day he would be concerned with the mightiest enterprises of the time, and all that he did would contribute to the good of his fellow men."—G. A. H.

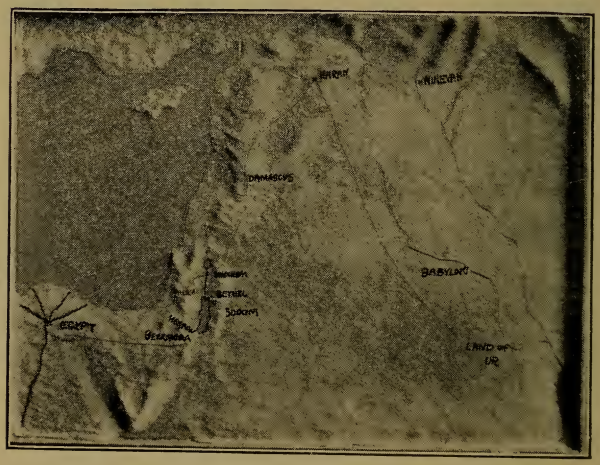
LESSON III. ABRAHAM.

Scripture, Genesis 12—25: 10; Acts 7: 2-4.

STORY.

Over in Ur among idolaters, God found a young man who was probably seeking to know and to do the will of the true God. On account of his charac-

ter, God called him to become the father of the Jewish race. He left his home and relatives and went to Palestine, to him an unknown land. There he wandered as a shepherd without ever actually coming to possess the land as his own. He visited Egypt, divided the land with Lot, rescued Lot, ruled his tribe, offered his only son. He constantly worshiped God at altars. He died an old man and was buried in a cave which he had purchased, the only land he could really call his own.



DAILY READINGS.

1st Day. Gen. 12; Acts 7: 2-4.

Who was Abraham?
Where was his early home?
What did God tell him to do?
To what place did he emigrate?
What did he do at Shechem and Bethel?
Where did he go on account of the famine?

2d Day. Gen. 13.

After returning from Egypt where did he go and what did he do?

3d Day. Gen. 14.

What battle did he fight and for what reason?
What did he do with the spoil?

4th Day. Gen. 18.

Who visited him?
What did he ask them?

5th Day. Gen. 19.

Was his prayer answered?

6th Day. Gen. 22.

What did God ask him to do?
Was it an easy thing to do?
Did he do it?

7th Day. Gen. 25:7-10.

Where was he buried?
What traits of Abraham's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Ur, Haran, Shechem, Bethel, Egypt, Hebron, Damascus, Salem, Sodom, Moriah, Jerusalem, Beer-sheba, Machpelah.

SUGGESTED MODELS.

Four altars of stones, with fagots, tents, battle flag—use wooden toothpick for staff—penny, city with walls and houses made of cardboard, tomb. (Cave made in pulp map.)

SUGGESTED LESSONS.

Obedience (Heb. 11:9), courage, our lives for others, worship, prayer, lack of faith, generosity, unselfishness, physical training (ver. 14), benevolence (systematic), communion (Hebron means com-

munion), prayer for others, God punishes for sin, faith, faithful to the end.

CHARACTER SKETCH.

"Abraham, called 'The friend of God' and 'Father of the Faithful,' was born about two thousand years before Christ. His is one of the finest and noblest characters in history. It is marked by reverence and an unswerving faith in God. Added to this, he had strong common sense and great shrewdness, a large knowledge of the world, business skill and insight, self-possession, meekness and patience. He loved his home, and was always ready to sacrifice himself for the good of others. His generosity and nobleness give that elevation and poise to his character which appeal to the very best instincts of a boy's heart. He sought *to be* rather than *to seem,* and made himself *worthy* of honor rather than struggled to obtain it."—G. A. H.

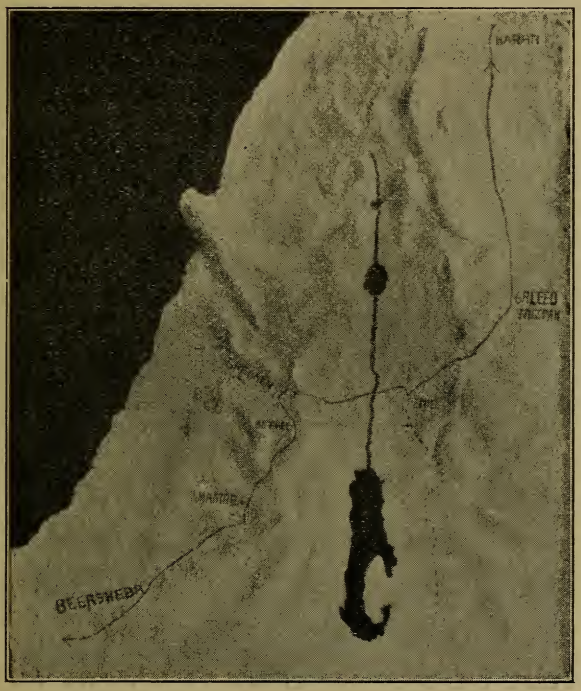
LESSON IV. JACOB.

Scripture, Genesis 25: 19-34; 27—35; 45: 25.

STORY.

Jacob, a twin brother of Esau, son of Isaac and Rebekah, grew up a shepherd, while his brother became a hunter and a sort of cowboy. Jacob, by a shrewd trick, stole his brother's birthright and obtained his father's blessing, which was practically the appointment to be his successor as the head of the tribe. To escape from his angry brother Jacob fled to his uncle Laban, for whom he worked as a shepherd for twenty years, and where he married Leah and Rachel. Laban deceived him, and Jacob, finally getting the best of him, ran away with all his

personal possessions. On his way to his old home an angel wrestled with him and he passed through a great religious experience. He was welcomed back by his brother and settled in the old pastures. He spent his last days in Egypt, where he died.



DAILY READINGS.

1st Day. Gen. 25: 19-34; Heb. 12: 16.
Who were his father and mother?
How many brothers did he have?
In what occupation did he grow up?

How would his occupation influence his character?
How did he treat his brother?

2d Day. Gen. 27.

What trick did he play on his brother, and why?

3d Day. Gen. 28.

What was he obliged to do?
What happened to him on the way?

4th Day. Gen. 29, 30: 25-43.

Where did he go to live and how long did he stay?
What happened to him there?

5th Day. Gen. 31, 32.

How did he get away?
What happened to him on the way home?
Did any change take place in his character?

6th Day. Gen. 33, 35: 1-15, 27.

How did his brother welcome him back?
What places did he visit and what did he do there?

7th Day. Gen. 45: 25-28, 46: 1-7, 49: 28—50: 13.

How did he spend his old age, and where?
What traits of Jacob's character do you think the best and the most worthy of imitation in your own life?
What mistakes did he make that you should avoid?

PLACES.

Beersheba, Bethel, Haran, Galeed, Mizpah, Peniel, Brook Jabbok, Shechem, Mamre.

SUGGESTED MODELS.

Tents, two shepherd's crooks, eight or ten red beans (dip beans in red ink), bow and arrows in quiver, ladder, stones for pillow, sheep, heap of stones, well, three altars with fagots, cane.

SUGGESTED LESSONS.

Esau—careless, pleasure seeking, despising his birthright, which he sold; Jacob—healthy, strong,

thoughtful of the future, but gaining his point by deceit, being later deceived by one smarter than himself; repentance, self-surrender, confession.

CHARACTER SKETCH.

"Jacob had the strength of soul, knowledge and enterprise of Abraham, but lacked his supreme faith in God and the sterling integrity and kindness which marked his great ancestor. He was a wilful, headstrong boy, and the harsh experiences of life had to teach him many lessons. He robbed his brother of his birthright, and gained by deceit and cunning many a temporary advantage, but his life of dishonor could not bring him permanent advancement. At last he came to himself; he wrestled a whole night with an angel, and then surrendered himself to God. But after his consecration to God he still had to bear the burden of the sins of his youth, and there still rested upon his character the stain of deceit. The discipline of years wrought a great change in Jacob's character, and in his later life there came to him blessings and honor, because by pain, sorrow and punishment he had been turned from the deceit with which he began."—G. A. H.

LESSON V. JOSEPH.

Scripture, Genesis 37—50.

STORY.

Joseph was the first son of Jacob's favorite wife Rachel, and the one whom Jacob, his father, intended to make his successor as head of the tribe. He probably early recognized the plan of his father for his life, and because of his ambition, and perhaps pride, provoked the jealousy of his brothers, who sold him to the traders, who in turn sold him

to Potiphar, in Egypt. There his ability and worth were recognized, but because he resisted the wicked and influential wife of Potiphar he was thrown into prison. There he did his work faithfully until called before King Pharaoh, for whom, by God's help, he explained the king's dreams, which led to his appointment to be the chief ruler in the country. While ruler he was able to save the lives of his brethren and his father. He was great in ability, in wisdom, in character. He died in Egypt.

DAILY READINGS.

1st Day. Gen. 37.
Where did Joseph live as a boy?
What was his occupation?
What dream did he have?
What did his brothers do to him?

2d Day. Gen. 39.
How did he fare in Egypt?

3d Day. Gen. 40.

What kind of a man was he in prison?
What service did he render there?

4th Day. Gen. 41, 42.

How did he get out of prison?
To what position was he appointed by the king?
Who came to him for help?

5th Day. Gen. 43, 44.

How did he treat his brothers?

6th Day. Gen. 45.

What was the outcome of his brother's visit?

7th Day. Gen. 46: 5-7, 47: 11, 12, 50: 22-26.

How was his family saved?
How did he spend his last years?
What traits of Joseph's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Hebron, Shechem, Dothan, Egypt, Goshen.

SUGGESTED MODELS.

Two shepherd's crooks, sheep, sheaves of grain, well, pyramids, prison, granaries, bags of wheat, cup, wagons.

SUGGESTED LESSONS.

A father's partiality engenders envy and hatred, dreams, God brings good out of evil; filial and business faithfulness, promotion, victory over sin, discipline through troubles, wisdom, power, forgiveness, tender-heartedness, God's far-reaching care.

CHARACTER SKETCH.

"Joseph, son of a prince, was bold, frank, true, courageous, sometimes boastful, learning his lessons patiently and faithfully. He was sold into slavery, served steadily, patiently, and earnestly. Step by step he rose to favor; planned for the safety of the people who had kept him in bondage. He rose to be prime minister, head of the affairs of state, reproved and instructed his brethren, sent for his aged father, established his people in the land of Egypt, lived like a hero, planned like a philosopher, behaved like a gentleman, succeeded like a conqueror. And the secret? GOD WAS WITH HIM."—G. A. H.

LESSON VI. MOSES.

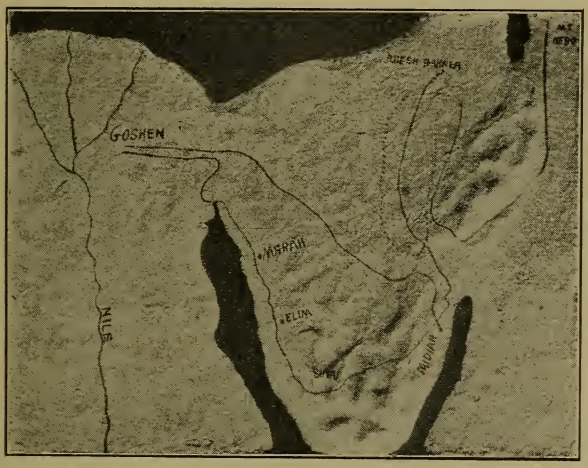
Scripture, Exodus to Deuteronomy 34.

STORY.

Moses was a Jew, born in Egypt. By a wonderful providence his life was preserved, and he grew up in the home and under the protection of Pharaoh's daughter, where he received a fine education in literature, law, politics, war, and religion.

Moved with patriotic feelings for his countrymen in slavery, he attempted to rescue one of them. He was obliged to flee from the king, and spent forty years in the wilderness of Sinai as a shepherd, where he became familiar with the geography of the coun-

try, and probably had time to think and study. While here God called him to lead his people out of bondage. He went to Egypt and after pleading many times with the king was able to lead his people out of the country. They journeyed to Mount Sinai, where the law was given and the national worship and civil laws were established. Because of their refusal to enter the promised land they were driven back to wander forty years in the wilderness. Moses was their leader and judge, and finally led them to the country east of the Jordan, where he died. He was buried in the mountains, his grave being unknown.



DAILY READINGS.

1st Day. Ex. 2.

How was Moses while a baby saved from death?
Where did he grow up?
Where did he get his education?
What did he attempt to do for his people?
To what land did he flee and what did he do there?

2d Day. Ex. 3.

What wonderful experience did he have on the mountain?

3d Day. Ex. 7.

What wonderful experiences did he have before the king?

4th Day. Ex. 12, 13: 17-22, 14.

What wonderful deliverance came to the people? How were they saved?

5th Day. Ex. 16, 17: 5-7.

How were they provided with food and water?

6th Day. Ex. 19.

What happened at Mount Sinai?

7th Day. Glance hastily over the rest of Exodus and Numbers; Deut. 34.

Where did Moses die?

Where was he buried?

What traits of Moses' character do you think the best and the most worthy of imitation in your own life?

PLACES.

Egypt on Nile, Midian, Egypt, Wilderness of Sinai, Mt. Nebo.

SUGGESTED MODELS.

Basket, shepherd's staff, bush made of asbestos, rod, house with blood stains on door posts, flaked tapioca for manna, rock painted, showing water running out of it, tables of stone, ark, candlestick, table of shewbread, altar with incense, cane.

SUGGESTED LESSONS.

A mother's love and God's providence, in training for service, God's call to active service, God's power; He delivers, protects, provides; God's leadership, talking with God, God's law given.

CHARACTER SKETCH.

"Moses has a wonderful history. A baby boy in the basket of bulrushes—he was rescued, educated in all the learning of the Egyptians, mastering all the hard lessons and seeking out the whole equipment of that line which would make him able to do the great work which he was later called upon to carry out. Where can we find a life which appeals to us more strongly? His character was large in every way; he was a man of great faith, even Abraham, 'Father of the Faithful,' had not greater confidence in God. He was a man of meekness, esteeming others before himself. The riches which he sought were those which were to abide forever. The life which he wanted to live was the life which would make his people better. Moses knew God and man. He went up into the mountain and communed with the Lord in his unmeasured glory until the skin of his face shone with brightness which the people could not look upon. He had such insight into the character of man that he provided a series of laws by which a nation of slaves grew into a larger life and became in reality men. He was such a ruler as can be found only now and then in history. The patience, meekness, power, resourcefulness, his faith in God, the unselfishness and nobleness of his character appeal to us from every side."—G. A. H.

LESSON VII. JOSHUA.

Scripture, Joshua.

STORY.

Joshua was a young man in Egypt when Moses led the people out of bondage. He became a general under Moses. He was one of the twelve spies. He was appointed by Moses as his successor and led the people across the Jordan into the promised land, where camp was established. For about seven

years he led the army in its conquest of the land. He made a brilliant campaign, through the center of the country, and captured the southern cities, and later in another brilliant maneuver defeated the united armies in the north. He divided the land among the twelve tribes and encouraged them to go on with their conquest and cultivation of the land. He tried to keep the people loyal to God. He died an old man, and was buried in the city he had chosen as his own.

DAILY READINGS.

1st Day. Ex. 17:9, 10; Num. 13:8, 16, 14:6-10, 37, 38; Josh. 1.

What important service did Joshua do for Moses as a young man?
To what position was he appointed?
What were the conditions stated for his success?

2d Day. Josh. 3, 4, 5.

How did he enter the promised land?
What vision did he have?

3d Day. Josh. 6.

What was the first city captured? In what manner?

4th Day. Josh. 7, 8.

Where and why was the first defeat?
What wonderful event took place in the mountains?

5th Day. Josh. 10.

What was Joshua's first great campaign?
What did he accomplish by it?

6th Day. Josh. 11.

What was his second great campaign?
What did he accomplish by it?

7th Day. Josh. 13-17, 18:1, 24.

After the wars what did Joshua do for the people?
What was his farewell?
What traits of Joshua's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Kadesh-barnea, East of Jordan, Jordan, Gilgal, Jericho, Ai, Mts. Ebal and Gerizim, Gibeon, Mak-

kedah, Lebanah, Lachish, Eglon, Hebron, Debir, Merom, Shiloh, Shechem.

SUGGESTED MODELS.

Shield, spear, book of the law, pile of stones, tents, sword, eight walled cities to set on fire, battle flags, altar with fagots, cave with stone for a door, chariots to burn, oak trees and stone.

SUGGESTED LESSONS.

Courage, physical training, health, strength, honesty, Bible study, obedience, confession of sin, preparation for service, prayer, energy, generalship, loyalty to house of worship, faithfulness to God to the end, fearlessness of others.

CHARACTER SKETCH.

"Moses, for forty years the leader of Israel, has been taken away, and the time of preparation has passed. The wandering mob of slaves has become a nation with civil and religious laws. It is now prepared to enter the promised land. The new leader must be a man of power, must be one equipped for his work; such a one is found in Joshua. As Noah was a mighty builder, Joshua is a mighty commander. He has been the friend of Moses, his faithful, honored, and trusted helper in battle and leadership. He is a man of fine health, of superb physical courage, of untiring patience, of industry, of insight, of great faith in God, and great knowledge of men. He is one of the heroic characters of the Old Testament. He trusted the promises and carried out in every phase of his life the commandment of God:—

"'Be strong and of good courage; be not afraid, neither be thou dismayed; for the Lord thy God is with thee whithersoever thou goest.'"—G. A. H.

LESSON VIII. CALEB.

Scripture, Numbers 13, 14, 26, 32; Joshua 14, 15, 20, 21.

STORY.

Caleb was born in Egypt and came out with Moses from bondage. He was sent as one of the twelve spies, and brought back a good report of the land. He tried to persuade the people to go up and possess it. He was permitted to live to enter the land, his strength being preserved in a remarkable manner. He fought with the army of conquest, and was able to win for himself one of the cities most difficult to capture. His last days were spent at this city which he gladly contributed for the use of the nation.

DAILY READINGS.

1st Day. Num. 13, 14: 1-10.

To what tribe did Caleb belong?
Where was he born?
What service did he do for Moses?
What kind of a spy was he?

2d Day. Num. 14: 24-30.

What promise was made Caleb?

3d Day. Num. 26: 63-65, 32: 10-13; Deut. 1: 28-36.

What was Caleb's reward for faithfulness?

4th Day. Josh. 14: 6-15.

What part of the country was given him for his possession?

5th Day. Josh. 15: 13-19.

How did he capture Hebron?
What incident happened in connection with the

capture of the city which showed his great heart?

6th Day. Josh. 20.

What public benefaction did Caleb give?

7th Day. Josh. 21: 1-3, 8-13.

What other gift did he make?

What traits of Caleb's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Egypt, Kadesh-barnea, Judah, Jordan, Hebron.

SUGGESTED MODELS.

Bunch of grapes hung on long stick, walled city, swords, spears, cave, vineyards.

SUGGESTED LESSONS.

Strength, health, courage, faith, consecration, obedience, generosity, unselfishness, loyalty to the "church."

CHARACTER SKETCH.

"Caleb was one of the few heroes of the journey out of Egypt. He was a man of great faith, obedience, and patriotism. He had strength, health, courage, and consecration. He was generous, unselfish, and loyal to the children of Israel, to Moses his commander, and to God his King. He was a man of bold spirit, for he was sent to spy out the land. He was strong, for none but the strong were selected for this work. He was hopeful, for with Joshua he made a good report. He was confident, yet had the spirit of victory. His faith was unwavering, for he endured through all the years of travel, trial, and warfare, and at last entered into the promised land in triumph. Brave, noble, loyal Caleb. A man with a body, a heart, and a brain. One who kindles the spirit of manhood in the bounding heart of every boy."—G. A. H.

LESSON IX. GIDEON.

Scripture, Judges 6: 7, 8.

STORY.

Gideon was a farmer's son. In the midst of the sad times into which his nation had fallen he was called of God to lead an army to drive the invaders out of the land. With his three hundred faithful soldiers he chased the enemy across the Jordan and won a great victory. He refused to be made king, and returned to his old home, where he died.

DAILY READINGS.

1st Day. Judges 6: 1-12.

Where did Gideon spend his early life?

2d Day. Judges 6: 11-24.

What call did he receive?
What did he build?

3d Day. Judges 6: 25-32.

What did he do to the altar to Baal?
What did he put in place of it?

4th Day. Judges 6: 33-40.

What call did he make to the people?
How did he make sure of his call?

5th Day. Judges 7.

What battle did he fight, and how did he win it?

6th Day. Judges 8: 1-21.

What did he do to traitors?

7th Day. Judges 8: 22-35.

What office was offered him?
What mistake did he make?
What traits of Gideon's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Ophrah, Mt. Gilead, Abel-meholah, Jordan, Succoth, Penuel, Karkor.

SUGGESTED MODELS.

Wheat, mountain with caves, angel, two altars with fagots, trumpet, fleece (piece of wool), swords, spears, trumpets, torches, tower, jewelry, cave for tomb.

SUGGESTED LESSONS.

Strength, industry, shrewdness, humility, courage, devotion, patriotism, caution, faith, justice, life-long faithfulness.

CHARACTER SKETCH.

"Gideon was a great leader. He had a right beginning; his life was simple and strong and true. Little by little the vision of his life work came to him, and as the way opened, he entered into larger things. He not only set the people free, but he undertook to establish the worship of Jehovah. He was not willing that he or his son should reign over the people, but God alone; however, the height to which he led them and the demands which he would impose required an excellence to which they could not reach. Gideon himself had planned nobler things than he was able to accomplish, and in his later life the very agencies by which he had sought to preserve the worship of Jehovah provided the means of leading the people away from God. Many a man plans well, but ends by setting into operation those things which defeat the best plans of his earlier life. The dew of morning dries away and leaves the parched foliage before the noon of life. But discount his work as we must do, we honor him for his heroism, for his resolution, for the testings and siftings which he gave to the people. In his judgeship he was righteous, and even in his wars his efforts made for peace. Long may his memory be honored, Gideon, the deliverer of Israel and the judge of her sons!"—G. A. H.

LESSON X. SAMSON.

Scripture, Judges 13—16.

STORY.

Samson was born of godly parents who brought him up on temperance principles. He became mixed up with the Philistines through his friendships and love for certain women in their country. He escaped from them by wonderful exhibitions of physical strength, but at last, through his friendship with a bad woman, he was captured and put in prison, where in blindness he toiled for years. Released, he used his strength for the destruction of a temple, which crushed out his own life as well as the lives of his enemies.

DAILY READINGS.

1st Day. Judges 13.

What kind of training did the boy Samson have in his home?

2d Day. Judges 14; Deut. 7: 2-4.

Whom did he marry, and what followed?
What great feat did he perform?

3d Day. Judges 15.

What wonderful deeds did he perform?

4th Day. Judges 16: 1-3.

What did he do at Gaza?

5th Day. Judges 16: 4-21.

What friendship did he make, and what was the result of it?

6th Day. Judges 16: 22-31.

What did the people make him do?
What did he do to the people?

7th Day. Judges 16:31.

How long did he judge the people, and what is said about his rule?

What traits of Samson's character do you think the best and the most worthy of imitation in your own life?

What mistakes did he make that you should avoid?

PLACES.

Zorah in Dan, Timnath, Etam, Lehi, Gaza, Valley Sorek, between Zorah and Eshtaol.

SUGGESTED MODELS.

Two rocks (fire on one), foxes, grain, two gates, prison, temple with pillars of wooden blocks, tomb or cave.

SUGGESTED LESSONS.

Health, strength, temperance, disobedience to God's command, courage, an opportunity to reform, weakness and sorrow a result of sin, toil.

CHARACTER SKETCH.

"There is a striking resemblance between the character of Samson and that of Saul. The general character of life was the same. Both began in humility and temperance. Both waxed strong. With their growth in strength and authority they forgot God, and went into sin. Both suffered severely.

"Samson was a child of promise, born of godly parents in answer to prayer. He grew strong, was pledged to a life of temperance, and gained all the vigor and glow of a youth which comes from right living. In the very hour of hope and promise, and vigorous young manhood, he fell in love with a Philistine woman, and made her his wife. She artfully led him step by step into evil, until he became a

very slave to her will; and even after he knew she was planning his ruin, he allowed himself to be led into any trap which she might wish to set for him. He thought that his physical strength and courage would make him equal to all demands, but sin led to weakness and to sorrow. Then came the prison house, and the sightless old man was grinding at the mill. His old age was full of sorrow and of toil.

"In his weakness and blindness, he learned anew the lesson of prayer. Slowly he came back to God. In the hour of his death he raised his heart in prayer, and gained a strength that made him a mightier warrior than he had ever been before. The story of his whole life is this: Strong in body, but weak in soul." —G. A. H.

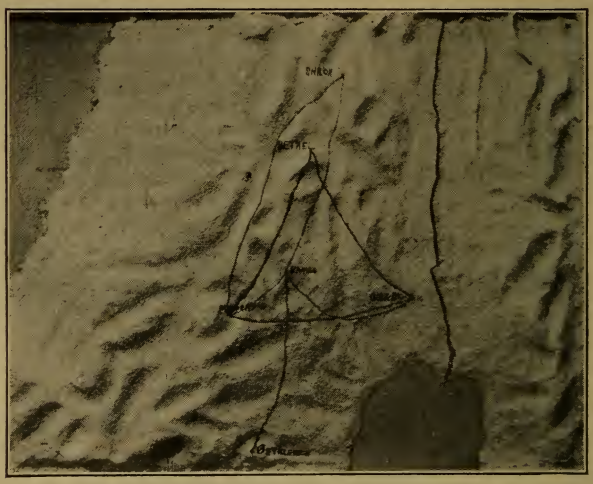
LESSON XI. SAMUEL.

Scripture, 1 Samuel 1—25.

STORY.

Samuel, as a boy, was dedicated by his parents to the Lord and grew up in the tabernacle under Eli, the priest. He received a good education and became a great prophet. He made regular trips over the country instructing the people in the law, and tried to keep them true to God and his worship.

Against his convictions, he was led to appoint a king to satisfy the demands of the people for a temporal ruler like the other nations. He tried to keep Saul, the king, true to God, but failed. He anointed David as Saul's successor and retired to his home, where he died an old man, disappointed in the people, but by the people greatly loved.



DAILY READINGS.

1st Day. 1 Sam. 1, 2, 3: 3, 15.

What sort of parents did Samuel have?
Where did he spend his boyhood?
What kind of an education did he receive?

2d Day. 1 Sam. 3.

What wonderful experience did he have?
How did the people regard him?

3d Day. 1 Sam. 7.

What did he do for the people?

4th Day. 1 Sam. 8: 6-22, 9: 15-10, 10: 17-25, 11: 12—12: 25.

What did the people ask him to do?
What did he do with their request?
Whom did he appoint king?
What tribute did the people pay Samuel?

5th Day. 1 Sam. 13: 8—15: 15.

What did he do to Saul?

6th Day. 1 Sam. 16, 19: 18-24.
What did he do to David?

7th Day. 1 Sam. 25: 1; Psa. 99: 6; Jer. 15: 1.
What did the people think of Samuel?
What traits of Samuel's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Ramah, Shiloh, Mizpeh, Bethel, Gilgal, Bethlehem.

SUGGESTED MODELS.

Tent for tabernacle, coat, scroll or book to represent the law, monument of stone, two bottles of oil, book, crown, altar with fagots, cave for tomb.

SUGGESTED LESSONS.

Godly parents a blessing, Bible study, education, prayer, patriotism, unselfishness, loyalty to God, honesty and faithfulness as judge, courage, loyalty to duty, sorrow for sin.

CHARACTER SKETCH.

"Samuel is one of the most pleasing types of early piety. A mother with simple-hearted faith gives her son to God, and arranges to have him trained up to holy works amid sacred surroundings. He is reverent and faithful and becomes a judge and prophet of Jehovah. He was a man of large views, great meekness, patience, and forbearance. Though practically rejected by his people who demanded a king, he prayed to God that they might be spared the penalties which their course of action would bring upon them. He devoted his life steadily to the highest good of the people, whom he had loved always, and for whom he was always glad to labor. Happy is the man who, like Samuel, is both patriotic and godly!"—G. A. H.

LESSON XII. SAUL.

Scripture, 1 Samuel 9—31.

STORY.

Saul was a Benjamite, and grew up a tall and princely appearing man. He worked on his father's farm and while at work was anointed to be the first king of the nation. He modestly accepted his appointment, and fought several battles to drive out the invaders of his country. With the increase of royal power and wealth he lost his character. He became jealous of David and tried many times to kill him. In a battle with the Philistines he was defeated, and in disgrace committed suicide; a ruined life.

DAILY READINGS.

1st Day. 1 Sam. 9; 2 Sam. 1:23.
Of what tribe was Saul?
What was his occupation as a young man?
How did he become acquainted with Samuel?

2d Day. 1 Sam. 10, 15:17, 11; 2 Sam. 1:24.
Who appointed him king?
How did he accept the honor?
How did he open his reign as king?

3d Day. 1 Sam. 13, 14.
What hasty action did he make?
What other rash act did he do?

4th Day. 1 Sam. 15, 16:14-23.
What failure did he make?
What were the results of his mistakes?

5th Day. 1 Sam. 18, 20:30-34, 22:6-19.
How did he act towards David?
What did he do to David's friends?

6th Day. 1 Sam. 23: 7-24, 26.

What did he try to do to David?
How did David treat him?

7th Day. 1 Sam. 28.

How did he end his life?
What traits of Saul's character do you think the best and the most worthy of imitation in your own life?
What mistakes did he make that you should avoid?

PLACES.

Gibeah, Ramah, Mizpeh, Jabesh-gilead, Gilgal, Michmash to Aijalon, Telaim, Havilah, En-gedi, Wilderness of Ziph, Mt. Gilboa, Jabesh.

SUGGESTED MODELS.

Horses, two crowns, spears, swords, tabernacle, two altars with fagots, harp, javelin. cave, bottle of water.

SUGGESTED LESSONS.

Modesty, courage, patriotism, shrewdness, wisdom, rashness, lack of faith, thanksgiving, disobedience, selfishness, weakened manhood because of sin, jealousy, hate, passion, murder in heart and in fact, brief repentance, fear, remorse.

CHARACTER SKETCH.

"There are two strikingly different periods in the life of Saul. In his youth he was patient, kind, brave, humble, and generous. He was devoted to the cause of God, and did his best to rule the people wisely. He entered upon his untried office with highly favorable conditions, but his heart was not steadfastly fixed on God, and little by little he came to neglect his religious duties, and to consult his own wishes, until he could no longer hear the voice of conscience. The message of God came to him often, but he treated it with little consideration; then he was plunged into

miserable despair. His religion, which now lacked depth and sincerity, was no support to him in a great mental crisis, and he turned to foolish and superstitious ways. Saul's people, including David, did all they could to restore him to his right mind. He grew cruel, gloomy, tyrannical, lost his old heroic spirit, felt himself doomed to failure, and died on Mount Gilboa, fighting with the energy of despair. His life is one of the great tragedies of the Bible. A man with superb opportunities and fine endowments took sin into his life, and found to his cost that it had not only put the forces of God against him, but that it had robbed him of all the old heroic spirit which made him victorious. The title for Saul's life might well be, A RECORD OF ABUSED OPPORTUNITIES."—G. A. H.

LESSON XIII. JONATHAN.

Scripture, 1 Samuel 13, 14, 18, 19, 20, 23, 31.

STORY.

Jonathan was a prince and early fought in the battles of his father Saul, the king. He became a firm friend of David, and instead of being jealous when he learned it was God's plan that David should become Saul's successor rather than himself, he did all he could to help David and thereby showed his desire to have God's will done. He died in battle a hero's death.

DAILY READINGS.

1st Day. 1 Sam. 14: 49; 2 Sam. 1: 23, 25; 13.

How was Jonathan's early life spent?
What sort of training did he have?
What position of leadership did he hold and with what success?

2d Day. 1 Sam. 14.
What remarkable feat did he perform?
How was his life saved?

3d Day. 1 Sam. 18.
What great friendship did he form?

4th Day. 1 Sam. 19.
What did he do for his friend?

5th Day. 1 Sam. 20.
What did he further do for his friend?

6th Day. 1 Sam. 23: 16-18.
What did he do at his last interview with David?

7th Day. 1 Sam. 31; 2 Sam. 1: 11, 12, 17-27.
How did he meet his death?
What did his friend David think of him?
What traits of Jonathan's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Gibeah, Geba, Mountains of Judah.

SUGGESTED MODELS.

Swords, shields, three spears, three bows and arrows, girdle, robe, trees.

SUGGESTED LESSONS.

Training, courage, faith, shrewdness, obedience to God, unselfishness, love, loyalty, friendship, patriotism.

CHARACTER SKETCH.

"There is not in all literature a more beautiful example of devoted friendship, than that of Jonathan for David. Jonathan seems to have had every noble characteristic, and when he saw the beauty, modesty, patriotism, and piety manifested by the young Da-

vid at his father's court, his soul went out to him with fervor. The soul of Jonathan was knit with the soul of David, and Jonathan loved him as his own soul. Heart answered to heart, perfect confidence reigned between them, no jealousy ever darkened the prospect of their friendship. With deep religious and patriotic desires, they helped each other in doing their duty to God and community. Each found in the other the affection that he found not in his own family. Jonathan seems to have been kind, gentle, and tender-hearted, and in no way lacking in generosity, nobleness, and personal worth. His attitude toward David reminds us of the sublime treatment which the master showed his disciples when He gave them the wealth of his heart and called them friends."—G. A. H.

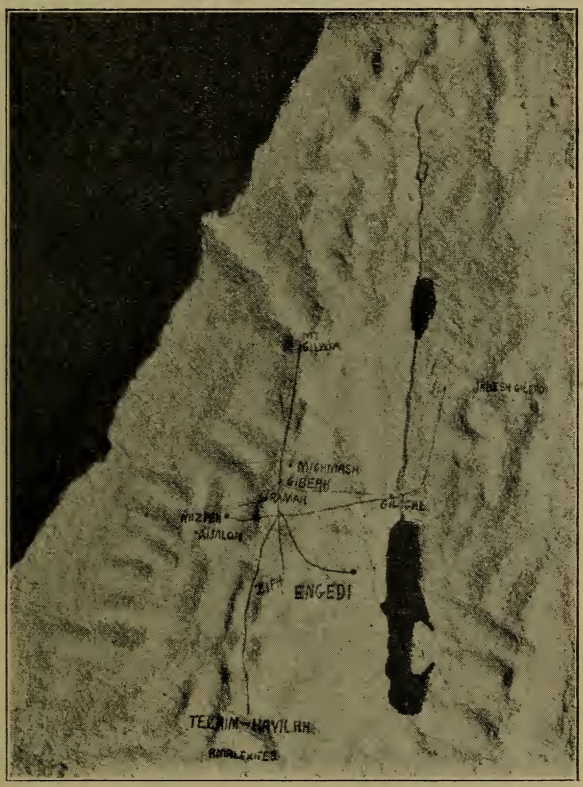
LESSON XIV. DAVID.

Scripture, 1 Samuel 16—31; 2 Samuel.

STORY.

David was born in Bethlehem of the tribe of Judah, and grew up a shepherd boy. Early in life he entered the king's army and became a great soldier. He also was a fine musician and served in the king's court. He was anointed by Samuel to become the king after Saul; learning of it Saul became jealous and made many attempts to kill David. David fled and for many years lived in the caves of the mountains. He was too honorable to kill Saul although he had opportunities to do so. At Saul's death he was made king over the tribe of Judah, and later over the remaining tribes. He captured Jerusalem and made it the capital of the nation. He carried on many wars and when he died left great treasure for his successor. The last part of his life was made

sorrowful by his sins and by those of his sons. He appointed his successor and died an old man, being buried in Jerusalem.



DAILY READINGS.

1st Day. 1 Sam. 16: 1-13; Psa. 18: 32-34; 1 Sam. 17: 32-36.

Where did David spend his boyhood?

What feats did he perform?
What education did he have?

2d Day. 1 Sam. 16: 14-23.

What service was he called to render for the king?

3d Day. 1 Sam. 17.

How did he first visit the army and what happened before the visit was over?

4th Day. 1 Sam. 18: 1-4, 10, 11; 19—31; 2 Sam. 1.

What friendship did David form?
How did this friendship help him?
Where was he obliged to live for some years?
How did he treat his enemy?

5th Day. 2 Sam. 2: 1-4, 5; Psa. 51.

How was he first made king, and where?
Where did he finally set up his kingdom?
How did he capture the city?
With what was he occupied for many years as king?
What great sin did he commit?

6th Day. 2 Sam. 15—18; Psa. 3.

From what rebellion did he suffer?
How was it ended?

7th Day. 2 Sam. 24.

What great mistake did he make at the close of his career?
What traits of David's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Bethlehem, Gibeah four miles north of Jerusalem, Valley of Elah in Judah, Gibeon, Mt. Gilboa, Valley of Jezreel, Hebron, Jerusalem, Mt. Gilead, Mahanaim, Moriah.

SUGGESTED MODELS.

Sheepfold, harp, sling and five stones, two javelins, cave, tent, cruise, two cities, two crowns, fort, chariots, oak tree, altar with fagots.

SUGGESTED LESSONS.

Strong and brave, trained in use of sling, a skillful harpist—plays before the king; loyal to friends, to duty, to God; a king at thirty, devout, penitent over sin, forgiving—as shown in his feelings for Absalom.

CHARACTER SKETCH.

"David the shepherd boy, David the warrior, David the outlaw, David the king, David the scholar, David the saint-like man after God's own heart. Such in brief is the life of this marvelous man. A many-sided character he was, touching life at many points. Husband, father, leader, poet, statesman, prophet, king; in these relations, great; in most of these relations, perfect. But as he was a man with a large insight, a man with great faith, a man with true impulses, a man whose passions flamed like a furnace, a man with a tender heart, who saw his wrong and repented in sackcloth and ashes, a man who could endure reproof—David, thinker, singer, ruler—David, a man with a character so noble as to win from Jonathan a friendship which has become world famous. He was called a man after God's own heart, and yet he was not without sin. What is the lesson of his life to us? You may study him for many a year and find new answers; at last you may accept the words, David the true-hearted."—G. A. H.

LESSON XV. SOLOMON.

Scripture, 2 Samuel 12: 24, 25; 1 Kings 1—11; Proverbs 3, 10; Ecclesiastes.

STORY.

Solomon was a prince and received a royal education. He became king at an early age. He used the treasure his father had captured in his many wars

and made Jerusalem a most beautiful city, which became famous everywhere. He also built many other cities, and being free from war was able to develop the nation as never before in its history. He built the first great temple in Jerusalem. Wealth became his greatest temptation. He left several books which give helpful advice to young men how to get the most out of life. He was famous for his wisdom. He died a peaceful death and was buried in Jerusalem.

DAILY READINGS.

1st Day. 2 Sam. 12:24, 25; 1 Kings 1:5-40, 2:12, 3:1; Deut. 7:2-4, 3:3, 4.

Who was Solomon's father?
What kind of an education did he have?
What mistakes did he make early in his reign?

2d Day. 1 Kings 3:5-28.

What choice did he make early in his career?
What incident illustrated his wisdom?

3d Day. 1 Kings 4—10.

How did he organize his kingdom?
What great works did he carry on?
Did his fame become generally known?

4th Day. 1 Kings 5—8.

What was his greatest building?
How did he dedicate it?

5th Day. 1 Kings 9:1-9, 11; Deut. 7:1-4; Neh. 13:26.

Did God continue to guide him?
What was his greatest mistake and what was the result?

6th Day. 1 Kings 4:29-34; Prov. 3—10; Ecclesiastes.

For what besides his building was he noted?
What book did he write especially for boys and young men?
What did he write as his final word of advice?

7th Day. 1 Kings 11: 41-43.

How did he die?

What traits of Solomon's character do you think the best and the most worthy of imitation in your own life?

What mistakes did he make that you can avoid?

PLACES.

Jerusalem to Gihon back to Jerusalem, Egypt, around Jerusalem, Gibeon, Millo, Hazor, Megiddo, Gezer, Beth-horon, Baalath, Tadmor, Mt. Lebanon, Mediterranean Sea.

SUGGESTED MODELS.

City, small bottle oil, throne, altars, tent for tabernacle, sword, temple, horses, cities, camels, gold, spices, perfumes, ships, great altar, books or scrolls, tomb.

SUGGESTED LESSONS.

Makes a good choice—asks wisdom rather than long life, riches, or honor; God adds all these, his reign was a long and splendid one. Became disobedient and brought sin into his family and the nation. Late in life he wrote many wise sayings and perhaps repented and served God at the last.

CHARACTER SKETCH.

"Solomon, the son of David, came to the land in a time of peace. He was appointed to build a house for the Lord. His heart was young and tender and responsive; he chose wisdom rather than riches and honor. He increased in wealth, surrounded himself with luxury and found gratification in a course of life far different from that which marked the earlier stages of his career. He built up the commerce of his people and made the nation great among the people of the earth. His fame went into far countries and even the Queen of Sheba found that his wisdom was beyond that of the wise men of her realm. But

Solomon had long since ceased to be true to himself. Little by little he admitted sin to his life. Little by little he chose the good instead of the best, and his character went toward evil until at last he deserved the name applied to him, Solomon the brilliant failure."—G. A. H.

LESSON XVI. ELIJAH.

Scripture, 1 Kings 17---19, 21; 2 Kings 1, 2.

STORY.

Elijah was one of the greatest prophets in the Old Testament. Little is known of his early life and only a few incidents in his career are recorded. He was preserved during a famine, challenged the priests of Baal to a test and put them to death, delivered various warning messages to the king, and was finally taken up to heaven in a chariot of fire.

DAILY READINGS.

1st Day. 1 Kings 17: 1; 2 Kings 1: 8.
What was Elijah's occupation?
What kind of an education did he probably receive?

2d Day. James 5: 17; 1 Kings 17: 2.
What did he bring upon the country?
Where did he go himself?
What wonderful things did he do there?

3d Day. 1 Kings 18; James 5: 17, 18.
What command did he obey?
What wonderful test did he make?
Did he win the race he ran?

4th Day. 1 Kings 19.

What did the queen think of him?
To where did he escape?
How did he fare there?

5th Day. 1 Kings 21; 2 Kings 1.

Where did God send him again?
How did he treat the king's messengers?

6th Day. 2 Chron. 21: 12.

Did he have anything to do with other kings?

7th Day. 2 Kings 2: 1-11; Matt. 17: 3.

How did he die?
What place of honor did he have in heaven?
What traits of Elijah's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Gilead, Brook Cherith, Zarephath in Zidon, Samaria, Mt. Carmel, Jezreel, Beersheba, Mt. Sinai, Jerusalem, Gilgal, Bethel, Jericho, across Jordan, Mt. Hermon.

SUGGESTED MODELS.

Picture of a prophet, birds, bread, barrel of flour, bottle of oil, altar, water around it, two chariots, tree, cake, bottle of water, cave, vineyard, scroll or letter, mantle.

SUGGESTED LESSONS.

Loyal and fearless, patient and trustful, powerful in prayer, valiant for the truth, withstands and overcomes the prophets of a popular but false religion. Discouragement, flight, value of rest, God's care, obedience rewarded.

CHARACTER SKETCH.

"Elijah was the man for a crisis; a great heroic character who planned his life and lived it grandly

and bravely, trusting superbly in himself, yet called again and again a failure in his work. He had remarkable simplicity of faith and singleness of aim. He was fearless in action, except when his spirit was tired and worn, then he stood and lifted up his voice to God, crying: 'I, even I only, am left; and they seek my life, to take it away.' He had a sternness of spirit which led to the slaying of four hundred prophets of Baal, and which filled him with a determination in an age of wickedness to root out sin from among God's chosen people. His character is strange and peculiar, and as we study it more deeply we are not surprised that he should be the man to be carried from earth in a chariot of fire."—G. A. H.

LESSON XVII. ELISHA.

Scripture, 1 Kings 19: 19; 2 Kings 2---13.

STORY.

Elisha was a farmer's son and was called from his plow to become Elijah's helper and successor. He became a prophet of great influence, performing numerous miracles and doing important service for the kings and for God's people.

DAILY READINGS.

1st Day. 1 Kings 19: 19; 2 Kings 2: 1-18.

What was Elisha's occupation before becoming a prophet?

What wonderful blessing did he receive?

2d Day. 2 Kings 2: 19-25.

How did he use his wonderful powers?

3d Day. 2 Kings 3.
How did he help the king?

4th Day. 2 Kings 4, 5.
Note the miracles he wrought.

5th Day. 2 Kings 6.
Note more of his miracles.

6th Day. 2 Kings 8: 7-15.
What message did he give the king?

7th Day. 2 Kings 13: 14-20.
What was his last message to the king?
What traits of Elisha's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Abel-meholah, Gilgal to Bethel to Jericho to Jordan, Mt. Carmel, Samaria, Moab, Shunem, Dothan, Damascus.

SUGGESTED MODELS.

Oxen, plow, mantle, bottle with salt, two bears, ditches in the valley, cities, jars of oil, house, kettle, meal, small crackers for bread, chariot, axe, grave, tomb or cave.

SUGGESTED LESSONS.

Obedience, courage, industry, loyalty, affection, spiritual power, unselfishness, sympathy, a long life of faithful service.

CHARACTER SKETCH.

"In his spirit Elisha was the son of his heroic master. It was not in vain that he had been taught by the man whom he called father. The stern, strong spirit of Elijah was manifested at every turn, but Elisha's native faith in God and man shows itself in a rich and pleasant way, and this man might well

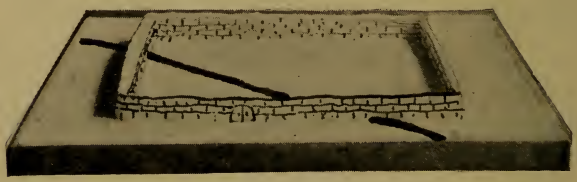
have a name meaning 'My God is salvation.' In those rude, stern times he brought hope and comfort to the people, as the dawning of the morning brings the healing light of day."—G. A. H.

LESSON XVIII. DANIEL.

Scripture, Daniel 1—12.

STORY.

Daniel was a prince taken captive in Judah and carried to Babylon. He was selected for the public service and was educated in the Royal University. He secured permission to live temperately as the Hebrews usually did. He was able to tell the king's dreams and eventually became one of the highest officials in the kingdom. Jealous of his power his enemies sought his death, but he was miraculously saved. We know nothing of his death. He had some wonderful dreams.



DAILY READINGS.

1st Day. Dan. 1.

Where was Daniel born?
How did he get to Babylon?
What education did he receive?
What student habits did he maintain?

2d Day. Dan. 2.

How were Daniel and the magicians saved from death?

3d Day. Dan. 3.

What terrible experience did Daniel's friends pass through?

4th Day. Dan. 4.

What was the second dream of the king?
How did Daniel advise him?

5th Day. Dan. 5.

What did he tell King Belshazzar?

6th Day. Dan. 6.

How was he regarded by King Darius?
What did his enemies succeed in having done with him?
How did Daniel act through this trying experience?

7th Day. Dan. 7: 12; 9.

Glance through these chapters and note what Daniel was permitted to learn of the future of his people and of the Kingdom of God.
What did he do for his people?
What traits of Daniel's character do you think the best and the most worthy of imitation in your own life?

PLACE.

Babylon.

SUGGESTED MODELS.

Furnace of clay or wood, painted like bricks, den of lions.

SUGGESTED LESSONS.

Education, courage, temperance, trust in God; true to principles and duty, his wisdom and integrity brought honor and power; was a great statesman under four kings.

CHARACTER SKETCH.

"Daniel was a leader of men. A brave Hebrew youth, who knew enough of himself and of the laws of life to live modestly and temperately, though surrounded by sin and vice. He had a winning way. Everywhere that he went he made friends, and his real worth was soon seen and acknowledged. He had great faith in God, for he believed that God was the ruler of man to shape him to His will. He had great courage, even when opposed by the rich and great of the mighty empire in which he lived; with unflinching courage he met the charges that were brought against him, and even the prospect of certain death. Daniel was great because his life was filled with a spirit of true devotion to the highest and best. Daniel may be called a man of will. His was a life that failed not. He had learned the art of success. He was master of himself and obedient to God. He knew the secret by which the strength and spiritual forces of the world may be made to advance a *man's* work."—G. A. H.

LESSON XIX. JEREMIAH.

Scripture, Jeremiah.

STORY.

Jeremiah was born of a priestly family and became a prophet. He lived in Jerusalem during the period of its final capture. His life was full of pleadings and warnings to the kings, the priests, and the people. They treated him shamefully, and attempted to kill him. He was put in prison, carried off as a captive, and finally forced to go to Egypt, where he probably died. His life was full of suffering for his people.

DAILY READINGS.

1st Day. Jer. 1: 1-19; 2 Chron. 35: 25; Jer. 20.

In what land was Jeremiah born?
To what family did he belong?
What call came to him early in life?
How did he feel towards King Josiah, the good king?
What did Pashur, the governor, do to him?
How did Jeremiah feel as he sat in the stocks?

2d Day. Jer. 21.

What did he tell the king?

3d Day. Jer. 26—29.

What message did he declare in the temple courts?
What reception did he have from the priests?
What message did he send to his brethren in captivity?

4th Day. Jer. 32.

What did the king do to him?
What did he buy? Why?

5th Day. Jer. 37: 11—39: 14.

How did he suffer?

6th Day. Jer. 40—42.

What did Nebuzar-adan do to him?
Where did Jeremiah go?
What did he do for the captains?

7th Day. Jer. 43—51; 1 Sam. 3: 1.

Where was he taken as a captive?
While there what did he do?
How did he look back upon his life?
What traits of Jeremiah's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Anathoth in Benjamin, Jerusalem, at gate of the temple, Ramah, Egypt, Tahpanhes.

SUGGESTED MODELS.

Scroll or book, stocks, city walls, temple, letter, deed, money, prison, chain, temples in Egypt, book, string, stone.

SUGGESTED LESSONS.

Good family and priestly training, call to service as teacher and preacher; faith, loyalty to duty, true patriotism, courage, unselfish service, great suffering for righteousness.

CHARACTER SKETCH.

"Jeremiah, noble prophet of priestly family, a man whose whole spirit was bound up with the welfare of his people, and whose purpose was only to do them good. He found to his sorrow that they were not willing to obey Jehovah, nor to receive His Word at the mouth of His prophet. Jeremiah was a bold, strong, stern man, of large character, altogether above petty spite, and hate or ill will. Though sorely burdened and misjudged, and almost continually ill treated by ruler and people, he bore steadfast testimony to the will and work of Jehovah in his effort to turn the people from their sins. His was a voice that cried to a headstrong people, but the moral tone of the people was too low, and instead of averting the judgment by repentance and sacrifice, they continued in their evil doings until the punishment prophesied by Jeremiah fell upon them." —G. A. H.

LESSON XX. EZRA.

Scripture, Ezra; Nehemiah 8, 9: 1; 12: 27-47.

STORY.

Ezra was a priest and scribe, highly educated. He grew up in Babylon during the captivity. At his own request, the king permitted him to return to Jerusa-

lem with a company of volunteers who carried much valuable treasure and lent their aid to those who had gone before to restore the temple. He helped to reform some of the evil practices of the people. He taught them the law and a great revival took place. He had a part at the dedication of the walls of the city. He is supposed to have gathered together the Old Testament writings.

DAILY READINGS.

1st Day. Ezra 7.

Where did Ezra grow up?
What was his education?
What privilege did he ask of the king?

2d Day. Ezra 8.

Who went with him to Jerusalem?
What did they do as soon as they reached the city?

3d Day. Ezra 9.

How did the condition of the people impress him?
What did he do for them?

4th Day. Ezra 10.

What did he demand the people to do?

5th Day. Neh. 8, 9: 1.

With whom was he associated thirteen years later?
What did he do that produced a revival?

6th Day. Neh. 12: 27-47.

What part did he have in the dedication of the city walls?
What did he have to do with the Old Testament writings?
What traits of Ezra's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Babylon, Jerusalem.

SUGGESTED MODELS.

Letter with seal, tents, temple, scroll or book, pulpit of wood, or a tower, harps, wall of city (Jerusalem).

SUGGESTED LESSONS.

Patriotism, missionary spirit, faith, courage, love of righteousness, leadership, Bible study.

CHARACTER SKETCH.

"Though a man of comparatively narrow outlook Ezra was a man of many activities. He was student, critic, linguist, historian, teacher, preacher, judge, governor, reformer in religion, and founder of a political community. Without brilliant genius or great originality he was a natural leader of men. Given to a rather cold, hard life, he devoted himself steadily to the best and truest things. He was stern and severe in his condemnation of sin and found forgiveness neither for himself nor for the people who walked in wickedness. He was a man of strong feeling, and often let his temper get the best of him. At times like his younger companion and friend, Nehemiah, he allowed his hatred of sin to flare out with heat, and permitted bitterness to spring up in his life. This belonged to the times in which he lived, but we cannot hold unblemished the finest character of any time if this character is marked by frequent and severe lapses from gentleness, righteousness, or truth."—G. A. H.

LESSON XXI. NEHEMIAH.

Scripture, Nehemiah.

STORY.

Nehemiah was a Jew in captivity in Babylon. He became the king's cupbearer. He was still a patriot and received the permission of the king to return to

Jerusalem, and immediately began the important work of rebuilding the city walls. After many discouragements, and through persistent toil he accomplished the great work. After returning to serve his king, he again returned to Jerusalem where he introduced several reforms. We know nothing about the last years of his life.

DAILY READINGS.

1st Day. Neh. 2: 1; 1.

Where did Nehemiah grow up?
What office did he hold?
What bad news did he hear of his people?
How did it affect him?

2d Day. Neh. 2, 3.

How did he appear before the king?
What did the king do?
What did Nehemiah do as soon as he reached Jerusalem?
How did he begin his work?

3d Day. Neh. 4.

How did his enemies treat him?
What did he do about it?

4th Day. Neh. 5.

What reforms did he make?

5th Day. Neh. 6.

What more did his enemies try to do?

6th Day. Neh. 7.

What did he have done after the walls were rebuilt?

7th Day. Neh. 13.

Did he go back to his king?
After his return again to Jerusalem what reforms did he make?

What traits of Nehemiah's character do you think the best and the most worthy of imitation in your own life?

PLACES.

Shushan, Jerusalem, Samaria, Ammon, Babylon.

SUGGESTED MODELS.

Cup, two thrones, broken down city walls and gates, swords, spears, horns, trumpets, temple, gates.

SUGGESTED LESSONS.

Love for country and for God and His worship, faith in God, executive leadership—a good general; obedience, perseverance.

CHARACTER SKETCH.

"Nehemiah resembled Ezra in his fiery zeal, in his active spirit of enterprise, and in the piety of his life. His work was less religious than that of Ezra, but he had the rugged determination and the untiring energy which won success. He set himself to a special task, and would allow nothing to turn him from his work. He was a man of great physical and moral courage, and even in the darkest hour did not lose his faith in God. One great cause of this faith was his continuous looking to God in prayer in the midst of temptation or danger. At the moment of need he silently sent up a prayer to God for guidance and help. To him 'prayer was a vital breath.' He believed in the guidance of God in all the affairs of life.

"After all, Nehemiah wrought a great work and put into the lives of his people many of the noblest and best traits. Though he was marked by the harshness of the times, and though his life has many characteristics that we cannot admire, we may profit by all that is really worthy of our imitation—and that is not a little."—G. A. H.

LESSON XXII.
JESUS AS A MAN. EARLY LIFE.

Scripture, Luke 2: 1-52; Matthew 2: 13-23; Mark 6: 3.

STORY.

Jesus Christ was born in Bethlehem in 4 B. C. of very poor parents. He belonged to the tribe of

Judah. His parents fled to Egypt while He was a babe to save His life. On their return they went to Nazareth to live. Here He grew up, surrounded by beautiful hills and valleys. He doubtless played in the fields and on the mountains, and grew up a healthy boy. He received the usual school training of the village, besides a good religious training from His parents. His father probably died soon after Jesus' visit to the temple in Jerusalem at twelve years of age, so that being the oldest son of a large family He became their chief support. He worked at his father's trade as a carpenter until thirty years of age.

DAILY READINGS.

1st Day. Luke 2: 1-39.

Where was Jesus born?
In what year was He born?
What interesting events took place in connection with his birth?

2d Day. Matt. 2: 13-23.

Where was He taken, and why?

3d Day. Luke 2: 41-52.

Where was His boyhood spent?
In what sort of a home did He grow up?
What would the village life contribute to his development?
What would the country life with the hills and mountains contribute to His development?
What education did He probably receive?
Where did He go when twelve years old?

4th Day. Mark 6: 3.

What trade did He learn?
If his father died when He was young, as is commonly believed, what responsibility would have been thrown upon Jesus?

5th Day. Matt. 2.

Read Matthew's account of Jesus' early life.
What traits of character do you notice in the

earlier life of Jesus that you could well apply to your own life?

PLACES.

Bethlehem, Egypt, Nazareth, Jerusalem.

SUGGESTED MODELS.

Manger, star, shepherd's crook, sheep, pyramid, house, temple, tools.

SUGGESTED LESSONS.

Humble birth and home life, obedience to parents, a healthy, manly boyhood; a Bible student, devout, reverent, wise, in the temple at twelve; works as a carpenter—perhaps supports his mother after Joseph's death.

LESSON XXIII.

JESUS AS A MAN. (Continued.)

PREPARATION FOR AND MINISTRY OF THREE YEARS.

STORY.

Jesus was especially prepared for His ministry by two great events, His baptism and His temptation. He immediately began his public career. The years of His ministry are reckoned from the yearly Passovers. His first work was to find some young men to become His friends and helpers. They were to gain their training by association with Him. He cleansed the temple in Jerusalem, and spent eight

L. of C.

months in Judæa, then the remainder of the year in Galilee. After the second Passover He returned to Galilee, where He spent the whole year. At the beginning of this year He formally called His twelve disciples to leave their business and follow Him and then preached the great Sermon on the Mount. He visited Jerusalem again at the Passover time, but soon returned to Galilee, where He continued this work for about six months, then went to Judæa, and spent the last months in Peræa. The last year was marked by the open hostility of the Pharisees who had determined upon His death. As the last Passover approached He told His disciples of the danger ahead and deliberately went up to Jerusalem, where He was arrested, tried, crucified and buried. After His resurrection He appeared to His disciples and others during forty days, and finally ascended in the clouds to glory.

His ministry was full of teaching, miracle working, and preaching, but largely the giving of personal help to the poor and needy.

DAILY READINGS.

1st Day. Matt. 3: 13-17, 4: 1-11.

What two experiences prepared Jesus for His ministry?

2d Day. John 2: 1-12, 4: 3-43.

What was His first miracle?

After spending six months in Judæa, where did He go, and what happened on the way?

3d Day. Matt. 5: 1-8.

At the beginning of His second year's ministry what great address did He make?

4th Day. Luke 7: 11-17; Mark 6: 32-45, 7: 24-31; Luke 9: 18-45.

Among the many miracles He wrought notice two during the second year of His ministry.

What did they show as to Jesus' character?

Where did He withdraw for safety and rest?

What interesting incident happened and what did it illustrate as to Jesus' character?
What blessed experience did Jesus have?

5th Day. John 7:1-52; Luke 10:38-42; John 11:1-57.

In the last year of His ministry what feast did He attend, and where?
Was it an easy or safe thing for Him to do?
Where did He have friends and what did He do for them?

6th Day. Luke 11—18.

Glance through these chapters and notice what He did and said during the last months of His life on earth?

7th Day. Mark 14—16.

What were the trials and sufferings of His death?
What qualities of character were illustrated in His death?
What traits of character in Jesus' later life especially appeal to you and which you could and ought to imitate?

PLACES.

Jordan, Wilderness of Judæa, Cana, Sychar, Horns of Hattin, Nain, Bethsaida, Tyre and Sidon, Mt. Hermon, Jerusalem, Bethany, Peræa.

SUGGESTED MODELS.

Dove, stone, bread, seven water jars, well with bucket, stretcher, two fishes, five crackers, crumbs, temple, house, tomb, cross.

SUGGESTED LESSONS.

Obedient to God's call, overcomes temptation, gives His life in loving and unselfish service for others, works when weary, a great and wise teacher; loyal, true, sympathetic, devout, trustful, a friend to the common people; forgiving, praying for his enemies, suffering and dying for the world of sinners.

CHARACTER SKETCH.

"There is no more helpful way to think of Jesus than as a friend. He met in the finest and truest way some of the very highest demands of friendship. He was tender amid all the mistakes and blindness of his friends. He was considerate, gentle, and thoughtful. To forgive one's enemies is a hard thing to do, but many do it. Jesus did a harder thing, He forgave His friends. Even when Peter betrayed Him, He looked upon him with the eye of a friend, and with a deep and tender reproof won the erring disciple again to Himself.

"Jesus was true. No one ever counted upon Him to be deceived. No one ever came to Him to be denied. No one ever believed in Him to be disappointed.

"He was wise. How often our friends mean well, but do us harm because they do not know. The things that Jesus sought for His friends, the things that He bestowed upon them were always the things that were for their greatest good. He did that which was best, and taught that which was highest. He called out in their lives those things which made them great beyond themselves. The little handful of men who fled at His arrest and crucifixion afterward so entered into His spirit that they became great in heart and life, and carried into the world the spirit of a new faith which transformed the heart of man and the face of nations. NOT HE THAT NAMETH THE NAME, BUT HE THAT DOETH THE WILL." —G. A. H.

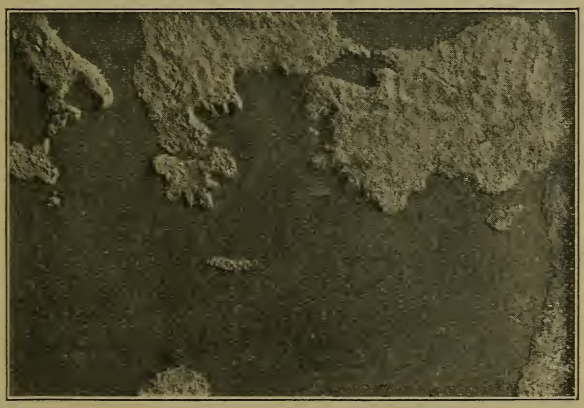
LESSON XXIV. PAUL.

Scripture, Acts 9—28.

STORY.

Paul was a Jew, born in the busy commercial city of Tarsus. Like all Jewish boys he learned a trade and his was tent making. He received a fine

education, being sent to Jerusalem to complete his studies. There he sat at the feet of the greatest scholars, became a Pharisee, finally won for himself a place as a leader in the persecution against the Christians. On his way to Damascus to arrest Christians he was converted. After three years of retirement, probably spent in further study, he did some preaching near his old home. He was then called into definite service at Antioch, with Barnabas. From there he went out to become the great missionary, making a tour through Asia Minor, then another through the same territory, going on into Europe, visiting Greece. His third trip went over much the same territory, but he spent two years at Ephesus. On a visit to Jerusalem he was arrested, kept in captivity in Cæsarea for two years, until sent to Rome. He sailed in a ship which was wrecked. He spent two years as a prisoner in Rome. He was probably released, but we have no definite knowledge as to the places or countries visited. He was again put in prison in Rome, where he was beheaded.



DAILY READINGS.

1st Day. Acts 22: 3, 25-29, 18: 3, 7: 58, 8: 1, 22: 4, 26: 9; 1 Tim. 1: 13.

Where was Paul born?
Where did he receive his education?
What trade did he learn?
What did he think of the church before his conversion?

2d Day. Acts 9, 11: 22-26.

Where and how was he converted?
Who called him to help in the church, and where?

3d Day. Acts 13, 14.

Note the places visited and experiences on his first missionary journey.
What qualities were demanded of him in this work?

4th Day. Acts 15—18: 22.

How did he act at the church council?
Note the places visited and experiences on his second missionary journey.

5th Day. Acts 18: 23—21: 18, 21: 19—23.

Note the places visited and experiences on his third missionary journey.
How was he treated on his last visit to Jerusalem?
Where was he taken?

6th Day. Acts 24—26.

What unusual privileges came to him during his trial and imprisonment?

7th Day. Acts 27, 28; Phil. 1: 6; 2 Cor. 11: 23-33; 2 Tim. 4: 7, 8.

Note his experiences on the way to Rome?
What did he do in Rome?
As he reviews his life what qualities were developed through his many wonderful experiences?
What qualities in Paul's character do you think

the best and the most worthy of imitation in your own life?

PLACES.

Tarsus, Jerusalem, Damascus, Antioch, Cyprus, Perga, Antioch in Pisidia, Iconium, Lystra, Derbe, Lycaonia, Syria, Cilicia, Phrygia, Galatia, Mysia, Troas, Philippi, Thessalonica, Berea, Athens, Ephesus, Cæsarea, Macedonia, Greece, Corinth, Mitylene, Miletus, Tyre, Melita, Puteoli, Rome.

SUGGESTED MODELS.

Two scrolls for the law, prisons, stones, house, city walls, rope and basket, churches, stocks, temple, photograph of Athens, tents, two ships, castle, stairs on a house, spears, horses.

SUGGESTED LESSONS.

Intellectual strength and training, zeal, courage, prompt obedience to calls of duty; love and loyalty for friends, cheer and hope under trials, perfect trust in God; masterful industry—works at a trade, travels, teaches, writes; the true missionary spirit—braves every peril for the gospel and dies a martyr.

CHARACTER SKETCH.

"The life of Paul affords a striking example of a man who entered on a great and worthy enterprise and spared nothing in its accomplishment. What Paul *did* is so great that we have little time to think of what Paul said or of what he *was*. He was a profound thinker; he was a man of action; a traveler who went far and never wearied. A man with a soul so earnest that he seemed never to fail; a man with a courage so sublime as to be always undaunted; a man who was steadfast, unmovable and always abounding in his Master's work. Paul the humble, Paul the patient, Paul the industrious, Paul the courageous, Paul the faithful, Paul the steadfast,

Paul the earnest, Paul the friend, Paul the laborer, Paul the soldier, Paul the aged who fought a good fight, finished his course, and won a crown of righteousness, laid up on the right hand of his Master for him and for all who should be likewise triumphant over sin. Paul's own motto was, 'For me to live is Christ, and to die is gain.'"—G. A. H.

LESSON XXV. REVIEW.

For a review and examination the following methods are suggested:—

(1) Have each boy prepared to tell the chief events in the lives of all the men studied, or,

(2) Have each boy prepared to review the life of one man.

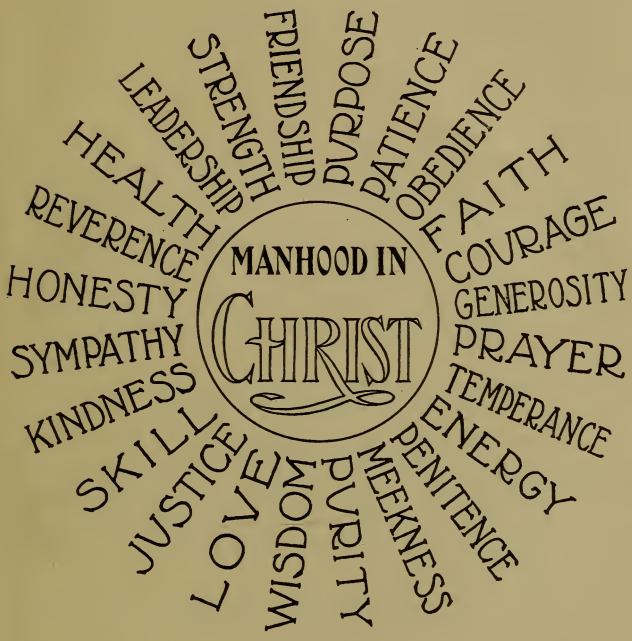
(3) Let the teacher name a place and let the boys tell what occurred there.

(4) Let the teacher name characteristics of the men and from these let the boys give the name.

(5) Let the boys give the modern conditions or relations of the places studied.

Have the boys locate the places on the wall map. On the blackboard put down the principal characteristics given by the boys as in the cut below.

After the lives of all the men have been reviewed many characteristics will have been suggested. Place the accompanying diagram on the board and draw the forceful lesson that all these men were great in that they received their power from faith in the coming Christ. Christ is the source and embodiment of power.


MANHOOD IN
CHRIST
FRIENDSHIP
PURPOSE
PATIENCE
OBEDIENCE
FAITH
COURAGE
GENEROSITY
PRAYER
TEMPERANCE
ENERGY
PENITENCE
MEEKNESS
PURITY
WISDOM
LOVE
JUSTICE
SKILL
KINDNESS
SYMPATHY
HONESTY
REVERENCE
HEALTH
LEADERSHIP
STRENGTH

INTERNATIONAL EXAMINATIONS.

The International Committee conducts examinations each year in many of its Bible courses and this course is now included in the list. These examinations are most valuable in that they place a premium upon the quality of instruction and furnish a good test of results. Those who teach the course will do well to have their students try the examinations which occur about the first week in April of each year.

SAMPLE EXAMINATION.

Answer any ten questions.

1. Draw an outline map of Palestine and mark the principal mountains, seas, rivers, and cities.
2. Name some of the great Bible heroes in the order they lived.
3. (a) What were some of the important facts in the life of Noah?
   (b) What were the characteristics of Noah?
4. (a) What were the important facts in the life of Abraham?
   (b) What were the characteristics of Abraham?
5. (a) What were the important facts in the life of Joseph?
   (b) What were the characteristics of Joseph?
6. (a) What were the important facts in the life of Moses?
   (b) What were the characteristics of Moses?
7. (a) What were the important facts in the life of David?
   (b) What were the characteristics of David?

8. (a) What were the important facts in the life of Daniel?
   (b) What were the characteristics of Daniel?
9. (a) What were the important facts in the life of Jesus?
   (b) What were the characteristics of Jesus?
10. (a) What were the important facts in the life of Paul?
   (b) What were the characteristics of Paul?
11. (a) What men were noted for courage?
   (b) What men were noted for faith?
12. What men were noted for their loyalty to God and the performance of their duty?
13. What men suffered as martyrs?
14. Name the men who crossed the Jordan or stood at its (banks) waters, and suggest any incident that happened to them there.
15. What are the chief or the best characteristics of the Bible heroes such as should be imitated to-day?

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